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Standards for Teachers' Colleges
Problem of the Absent Teacher

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXIII, No. 19

May 11, 1931

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

State Teacher Training

STATE Normal Schools and State Teachers Colleges present a group of problems that will require the best thought of the wisest men and women of America.

We have been closely related to state teacher-training problems, locally and nationally, for more years than has any one else, I think, and for the first time I know of no one who seems to have the faintest suspicion of how to approach such problems.

Everybody will say "amen" to William John Cooper's statement that:—

> "Not all of our state, county, city and local boards of education fully appreciate the significance of the work of the institutions and agencies which are engaged in educating and training the recruits to the public profession of teaching. . . . Some day we shall see that as an enlightened people we cannot afford to allow our normal schools and teachers colleges to languish for lack of official, financial and moral support."

"Amen" to that gets us nowhere. We have seen nothing that goes anywhere beyond an "Amen" to appreciation that something should be done. No one says "What, how, or when" that brings a universal "Amen."

World Federation to Denver

THE fourth biennial convention of the World Federation of Education Associations will be held in Denver, July 27 to August 2.

This organization was created in San Francisco in 1923 at the time of the annual meeting of the National Education Association.

The Denver meeting will be the first biennial convention of the Association in the United States.

At the meeting in Edinburgh in 1925 there were 3,000 in attendance. At Toronto in 1927 there were 8,000. At Geneva in 1929 there were 3,000 delegates representing fifty-three nations.

The Denver meeting will be the most important of the four biennial meetings. The future of this World Federation of Education Associations may be largely influenced by the spirit of the representation of the State and Territorial Associations and of the Associations of the nations.

Civilization has never needed the vitalizing force of international education as much as it needs it now. This is the only organization equipped for efficient service at once.

Business in every city and section of the United States could afford to put millions into the treasury of this World Federation.

It will make billions of dollars difference to business if the report from the Denver meeting flashes to every city in the world that every nation is largely represented by official, professional, and business leaders pledged to the promotion of universal peace and prosperity through the schools and colleges of the world.

President Alderman Dies

PRESIDENT EDWIN A. ALDERMAN of the University of Virginia for twenty-seven years and eminent leader of Southern education for several years in North Carolina and New Orleans before he was president of the University of Virginia, had an apoplectic shock on a train while en route to the University of Illinois. He died on Wednesday evening, April 29, at the age of sixty-nine.

President Alderman was scheduled for an address of national importance. President Harry W. Chase was long time president of the University of North Carolina, and Dr. Alderman had been greatly interested in his appointment to the presidency of the University of Illinois, and this was the first big opportunity President Chase had to bring Dr. Alderman to the University of Illinois, and much publicity had been given to the fact that Dr. Alderman was to be high man on this occasion.

No American educator had more varied attainments or more important civic, academic or professional achievements than Dr. Alderman.

A Graduation Slogan

"Let the Game of Life Be a Clean Cut Play"

THE Point Loma High School, San Diego, Pete W. Ross, principal, had its mid-year graduation exercises rally around an unusual slogan: "Let the Game of Life be a Clean Cut Play." From the baccalaureate service through the commencement program the spirit of the slogan was in evidence.

It has high significance when, as at Point Loma, the community sentiment and the high school activities always merge.

Official Public School Leader

IN THE last five years William John Cooper has led all other Americans in official public school service.

The beginning of this remarkable career was his election to the superintendency of San Diego in 1926. The city had elected the assistant superintendent of Cincinnati, and he had declined to accept. This was everyway annoying to San Diego, and no one could be elected who had not demonstrated exceptional appreciation in the state.

Superintendent Cooper of Fresno had been twice appointed principal of the San Jose State Normal School and each time had been refused confirmation by the anti-education governor. This made him the only man really eligible for San Diego. He made so brilliant a start in San Diego that within a year when State Superintendent Will C. Wood was transferred to another state department at twice the salary Mr. Cooper was offered the position of state superintendent. He accepted because from purely personal reasons he was willing to accept the salary, $5,000, though his San Diego salary was $7,000.

Two years later, when Mr. West of Chicago was appointed Secretary of the Interior, he promptly named Mr. Cooper as Commissioner of Education. Mr. West's confirmation was held up by the Senate until January, 1930, and it was certain he would never be confirmed. Dr. Cooper had declined a renomination as state superintendent and was looking about for some professional position when President Calvin Coolidge made it a "personal appointment," which placed it independent of confirmation by the United States Senate, the only case in the history of the Bureau of Education.

In eighteen months the Bureau has been made the Office of Education, the salary has been increased fifty per cent. and the appropriation has been vastly increased and its opportunities and responsibilities multiplied.

This series of experiences of Dr. William John Cooper gave his return to San Diego to dedicate the famous new campus high significance.

My incidental relation to some of these experiences of Dr. Cooper is of personal interest, but has no professional significance.

The Detroit News, April 19, says: "The politicians must keep their hands off education or they will feel the wrath of the people. . . . The schools are the cornerstone of the Republic. . . . The people are solidly behind our educational institutions."

Two Famous School Board Members

By ALBERT E. WINSHIP

RICHARD E. O'DEA, Paterson, New Jersey

PATERSON, New Jersey, has had a remarkable career in the creation of public interest in education. For several years Nicholas Murray Butler, resident of Paterson, and chairman of the city school board, gave the schools first place in publicity in the state, and wherever professional education was vitalized.

Dr. Butler's activities had scarcely been transferred to New York City before Ide G. Sargeant, an elementary school principal, kindled public interest in all New Jersey, which was so keenly appreciated in Paterson that the city was the leader of the nation in community service of every kind from lending aid at child-birth to funeral attention.

Before Paterson's Ide G. Sargeant-fame ceased to echo Richard E. O'Dea came into official leadership in education and put the grammar schools and high schools "in the air" literally, and as owner and manager of the O'Dea Temple of Music and creator of one of the most extensive broadcasting stations in the New World, as president of the Paterson city school board he distances every other city board of education president in spreading the famous achievements of a city's school.

This is making the administration of Superintendent John R. Wilson the most remarkable in the city's history and one of the most important for a city of 150,000 population in the country.

GEORGE A. DAVIS, Grand Rapids, Michigan

GRAND RAPIDS is in a class by itself in personality and leadership, in industrial, civic and educational personality. The city has always had national leaders in some phase of education. There have been specialists in classroom methods, in school principals, in subject supervisors, in superintendents and school board members, of which George A. Davis is a notable example.

Mr. Davis has been a member of the Grand Rapids Board of Education for more than a quarter of a century, and is president of the board for the eleventh consecutive year. In all he has been chairman of the board for sixteen of the twenty-six years of service in the School Board, and much of the glory of the board has been due to the leadership of Mr. Davis, who has seen the population of the city come from 94,000 to 164,000; school enrollment from 15,539 to 30,036; the teaching staff from 422 to 1,085.

Mr. Davis is a native of Vermont. For forty-four years he has been in one of the leading furniture organizations of the city, prominent in various lines of public service, with education his major interest.

We have followed his methods of leadership with compelling interest. There has never been any suspicion of domineerance in his methods. He has brought the members of the board to an appreciation of his convictions before taking it to the voters. He has never "washed dirty linen" in public. He has never created a faction.

He never confuses issues. He doesn't object to any teacher, principal, supervisor or member of the board having a lot of schemes, but he never has but one controlling purpose, and without making it a hobby he keeps it clearly in view until it is universally accepted by the school board, the superintendent, principals, and teachers.

The fact that the city's latest famous building achievement is the great "George A. Davis Vocational and Technical High School," was the culmination of his vision when he began educating the board of education, department of education, teachers and preachers to an appreciation of the fact that schools are to serve all youths, especially, for the greatest personal success and public good.

"Great as is the need of scientific attainment in every profession, there is even greater need of moral responsibility. We want lawyers, physicians, teachers, engineers, business men, who not only know how to do things but who will also insist on doing them right — men who, conscious of their ability as leaders, are jealous of their professional honor — men who will readily sacrifice personal gain to uphold the dictates of conscience in their professional service. The professional school is the place above all others where such ideals can be impressed upon young men."

—James E. Russell.

Belding's Page

Helen Keller and Other Miracles

WHEN teachers are momentarily discouraged over the difficulties of their task and the apparent fruitlessness of their efforts to enlighten and lead out, they should think of Anne Sullivan, the teacher of Helen Keller.

No teacher ever faced a more seemingly hopeless task than did this heroic woman when she undertook to lead forth that little child—sightless, speechless, and totally deaf.

Through patience, ingenuity, and affection that remarkable teacher gave the world to her pupil and her pupil to the world.

To be sure, the child herself was possessed of wonderful possibilities. She responded to instruction. There was something in her to respond.

But who shall say what powers and aptitudes lie hidden in many of those boys and girls? The amount of treasure may not be so great in any one of them as it was in Helen Keller. But neither is it buried so deep beneath disabilities of communication.

Released from a veritable tomb, dark and silent, Helen Keller has found expression with both pen and tongue. Annexing the instrument of radio to her conquest of speech, she thrills vast audiences with a double sense of the miraculous.

But the miraculous is happening all around us. It happens in every classroom where an inspiring, understanding, devoted teacher awakens slumbering powers and capacities in boys and girls, young women and young men.

Schools Reflect People

THE schools of a nation are, by and large, an expression of the ideals and genius of that nation.

Glance, for example, at the high schools of England and of America. Dr. E. D. Grizzell of the University of Pennsylvania has recently compared them. He finds them different in attitude and fundamentals. The English do not favor large schools. A high school of 500 is the limit. There must be no overcrowding. High schools like some in America that enroll thousands are unthinkable to an Englishman.

English schools exist for the selection and preparation of leaders, through exposure to cultural and academic studies. American schools represent an extension of opportunity for the masses, with ever increasing attention to training for vocations.

You couldn't transplant American schools in England or English schools in America, and have them work satisfactorily.

Well—no one wants to do this.

Yet each nation may learn a little from the other in these matters without suffering any ill effects.

Education vs. Suppression

IF EDUCATION is the leading out of personality, then the very antithesis of education is the suppression and dwarfing of personality.

No teacher purposely commits the crime of suppressing personality. Where that crime is committed, it is due to misunderstanding of the aims of education, or else to misunderstanding of the child.

Happy are those children who share the leadership of wise teachers who are themselves permitted to utilize their own powers. Unhappy for the time being and possibly for years to come are those children who walk in treadmills under the lash of arbitary and ill-considered efforts at a sort of teaching that stupefies and discourages because it does not appeal to the nature of the learner.

Honoring a Hero

BRYAN UNTIEDT will henceforth be pointed out as the lad who was invited to the White House because of his bravery when the school bus in which he and his companions were riding became marooned in Colorado snowdrifts.

Bryan spared some of his clothing to keep others from freezing.

Fools who argue that selfishness is at the bottom of every action will assert that visions of glory were in the mind of this young schoolboy when he thus played the hero. Let them think so if they contribute to their own happiness by such a theory.

The point to be made here is that President and Mrs. Hoover did a gracious thing in entertaining this boy. No doubt the boy will remember as long as he lives the pleasure of his White House visit.

But there was a deeper purpose in the invitation, we may be sure. In honoring one courageous boy, the President meant to honor all other brave boys and girls everywhere who respond with equal gallantry to challenging situations.

Anson W. Belding

Associate Editor.

Standards for Teachers' Colleges

By ARTHUR C. BOYDEN, L.H.D., Ed.D.
Principal, Normal School, Bridgewater, Massachusetts

THE vocation of teaching has entered on a new period of professional development due to the general establishment of four-year degree courses in the historic normal schools of the country.

There are certain standards well developed in the traditional professions. A profession represents a public service as distinguished from a merely personal vocation. Teachers and school officials are accepting this view of teaching, while the political public is slower in realizing that the interests of the children are dominant.

A profession has an organized body of scientific knowledge which has been developed through careful experimentation and research. The University Schools of Education have done a notable work in this line, and these research products are growing rapidly. In due time each large system of schools will have its special research department.

A profession has a generally accepted technique of procedure, worked out through a wide range of experiments. Many and varied specific plans are now being adapted to the different school problems. Out of all these studies will develop a philosophy of education and its natural technique.

A profession has a code of ethics for its members. The subject of professional ethics now has its definite place in the courses for the preparation of teachers. State and city codes are in general use.

A profession is recognized by its appropriate degrees. The basic degree for elementary and secondary teachers will soon be granted in all teacher-training institutions. Advanced educational degrees for post-graduate studies are becoming essential for all leading positions.

To what extent should cultural subjects be treated professionally?

There are two tendencies—one to the academic point of view of the liberal arts colleges, the other specifically organized as a broad cultural background to meet the school curriculums that are based on the new social philosophy of education.

These will gradually blend into one great professional type. Teacher-training institutions will emphasize professional mastery of subject matter, general principles of education, social insights, social trends, and social functions of the schools. This means four years of intensive professional work in which the cultural subjects may be broader than those of the liberal arts colleges, because of the wide range of the field, which includes the fine and practical arts, literature, history, geographic science, social studies, physical and biological science, languages, and kindred subjects.

Faculties will be selected on the basis of broad culture, advanced professional training, and successful experience in teaching. Not the number of acquired degrees but the tested quality of teaching power will be the vital standard.

The professional procedure will emphasize the discussion method, specific and motivated library reading, creative units and projects, demonstration exercises with children and youth, examinations that apply the subject matter to teaching problems in elementary and higher grades.

How will the problem of selective admission be met?

The present plan in many of the State Teachers Colleges merely requires graduation from an accredited four-year high school. This plan often leads to a wasteful mortality during the first year. What is your average mortality and what are the main reasons for it? This question will suggest some remedies, either in entrance requirements, in orientation, or in the character of the first year's work. Even after the careful selection of candidates there still remains the question of elimination to be studied. What are the factors that require elimination, and how can they be determined with the least waste to the personality of the student and to the institution?

At present the teachers college must be the judge of the probable fitness of the candidates.

There are various additional factors available to determine the fitness of the candidates: a certificate requirement in scholarship beyond mere graduation; a personality rating by a high school faculty committee; a rigid physical examination; further available information regarding the aims, interests and aptitudes of the candidates; some workable forms of preliminary testing—in intelligence, achievement, aptitude, or comprehensive examinations, many of these tests are still in the experimental stage; and the establishment of a quota based on the state supply and demand in the different grades of schools.

What specific means of orientation can be used in adjusting freshmen to a professional institution?

Liberal arts colleges often give valuable comprehensive lecture courses in the broad fields of human knowledge. A "Freshman week" is sometimes devoted to problems of adjustment.

The type of orientation best adapted to a teacher-

training institution has some peculiar factors, such as: (1) A survey of the educational field open to teachers, the modern point of view of education, and some of the great achievements. (2) A course in personal ethics dealing with the many problems of adjustment to a new and larger environment. (3) How to read and organize material for class discussion, how to study an assigned topic; how to take notes and assignments, how to prepare different types of lessons, how to budget one's time. (4) A preliminary course in directed observation in the different grades of the campus training school, with discussion and some associated reading, also with some demonstration exercises in curriculum subjects.

This type of orientation will give the point of view of modern teaching some fresh understanding of children, which will motivate the classroom subjects and particularly supply laboratory material for the educational course known as "Introduction to Teaching."

Professional guidance is needed to guide the students into the line of teaching for which they are adapted. With an oversupply of teachers in certain lines guidance is of great value.

Effective classroom teaching.

The unique function of a teachers college is to teach and to prepare teachers. The classroom, the laboratory, the library, and the training school are great influences which mould the standards of teaching.

Teaching implies the power to stimulate thinking, to interpret subject matter, and to inspire individual leadership. It also implies the appropriate distribution of the different modes of conducting class work—the lecture, preliminary and supplementary; class discussion; organized presentation of prescribed reading; creative contributions; topical summaries; modern forms of testing; demonstration exercises; laboratory work; preparation of material for teaching; comparative study of courses of study and systems of organization.

Adequate equipment, differentiated curriculums, clear statement of objectives in each subject, and specific standards of accomplishment are essential to good teaching.

How should the group of subjects designated under the title "Education" be organized and treated?

A sequence is usually established in psychology, in general method (pedagogy), in school management and school laws, in history of education, and in professional ethics, from entrance to graduation, each in its appropriate place.

A number of important questions arise regarding sequence. What is the plan of distribution of the psychology courses during the four years?

Should first-hand contact with children in the training school precede or follow the psychology of childhood and adolescence? Should applied psychology be based on the experience of the students in their practice? How can the well-known dictum, "The training school is the laboratory of a teacher-training institution," be worked out?

Should courses in general method and school management precede or follow the practice teaching? What professional reading should accompany this work? How can the student be encouraged to acquire a professional library? How can current educational literature be made of value? What specific steps can be taken to prepare the young teacher to begin her work effectively?

What co-ordination can be worked out between the courses in "education" and the practice school? To what extent can the subject matter courses and the training courses be co-ordinated, and how can this be accomplished?

"History of Education" has had a checkered career, but with the new point of view it is finding its place, usually in the senior year, as a working basis for understanding the development of the principles of education which have moulded civilization. Under expert teaching the researches into the past can be woven into a growing philosophy of education, the background for meeting modern problems. This course may well include the survey of the present organization of all types of education, which will lead to an understanding of the complex movement of today.

Professional ethics is well established as a course for students just before beginning their independent career as teachers. Various codes are now organized by states and cities. Some states have arranged courses for their teachers. An understanding of the school laws of the state lays the foundation for much of this course.

To what extent do the extra-curricular activities contribute to teacher training?

The extra-curricular activities may supplement the regular work, they may enrich and apply it, they may open up better use of the leisure time of students, they may reveal new aptitudes, they may develop initiative and responsibility, and they may prepare teachers to become leaders in these lines in their own schools. They will also open up certain administrative and financial problems in which students will need specific guidance.

The situation can be analyzed by certain specific questions, e.g.: What broad objectives are being developed? How wide a range is feasible and advisable? How closely are they related to the curriculum? What are the valuable effects on the student body? What administrative features have proved successful? What problems are difficult of solution?

How does the institution meet the demands of the field which it serves?

This question opens a wide range of oppor-

tunity not easy to measure. It implies a careful survey of the field as to its possibilities, as to its supply of candidates and its particular teaching needs, then the actual service rendered can be estimated. How does the institution keep in close touch with the problem of supply and demand? To what extent is it a centre of professional activity? Is its placement system mainly an office plan, or does it hold a personal relation with superintendents seeking teachers?

A very comprehensive record of the qualities, achievements, and adaptations of the graduates can be an invaluable aid to the person seeking candidates. Various forms of "follow-up" work by the institution among its recent graduates is one of its most valuable contributions to young teachers. Extension courses spread their influence far out into the field. What new lines of opportunity is it opening in the field of education? These are only a few of the many ways in which a teacher-training institution can meet the actual needs of the field.

What qualifications should be required for graduation, certification, and recommendation?

Successful practice teaching, power of leadership, professional attitude, personal qualities which are worthy examples for children and youth, are essential qualities of the successful teacher—even if all these characteristics are present to a reasonable degree, the adjustment of the young graduate to a school or grade still remains before success can be predicted. A comprehensive record of the personal and educational history of the student through the four years is the only safe basis for recommendation.

The Pedagogic "If"

By G. M. GIBSON

Ritzville, Washington.

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In eighty eyes that look in trust on you,
Eyes that denote a mixture of all races,
Eyes that proclaim a purpose fair and true;

If you can speak with kindness to the erring,
If you can lead the lazy ones to toil,
Instill new hope into the heart that's fearing,
And curb the heart that's bent on sport and spoil;

If you are patient with the self-sufficient,
If you can *love* the child that's dull and dumb,
And train each sort to be bright and efficient,
Regardless of what comes or doesn't come;

If you can take this motley mass of features—
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Training for Health in Royal Oak

By MARJORIE L. HEATH
Supervisor of Physical Education, Royal Oak, Michigan

WE BELIEVE that education does not take place in water-tight compartments. Both health education and physical education have unique contributions to offer in the general plan of education, not as they stand alone, but in the great interrelated program of living that education now is.

The change in nomenclature from physical culture, physical training, and physical education to health and physical education is significant in the light of the present-day program in high schools. Such a program includes use of gymnasium, swimming pool, tennis courts, and playing fields where such activities as dancing, swimming, self-testing activities, athletics, individual gymnastics, and mass games are carried on.

In Royal Oak once a year each girl is given a health examination by nurses and physical education teachers. After this examination, or on presentation of a doctor's permit, the girl is assigned an unlimited or moderate program of activity, or rest period. Three days of activity a week are required during grades 7 and 8 and for five semesters in grades 9, 10, 11, 12. In grades 7 and 8 one day a week is given over to health instruction; but in senior high school this is given a place in home economics, biology, and counseling classes. During the three days a week period all freshman girls receive one day instruction in swimming, on an ability basis, and two instructional periods of fundamentals in game skills, rhythm work, and natural gymnastics. After ninth grade the choice of a swimming program or one of floor work and field sports is allowed. In this way a girl may specialize after completing certain fundamentals in grades 7, 8, 9. Advanced work in senior high school provides a laboratory for experimentation in the value of different types of play and recreational activities.

The outstanding trends in our Royal Oak schools today are:—

1. *Regular programs in leadership and self-direction for physically supernormal pupils.* For example: An organization of girls, called the Girls' Athletic Board, plans schedules, supervises locker rooms, performs hall duty, acts as freshman advisers on point system, and officiates at all games in the intramural schedules. This winter (1931) at 101 interclass basketball games all the referees, umpires, scorers, and timers were high school girls, which fact demonstrates to some extent the effectiveness of an experience type of education.
2. *"A team for everyone and everyone on a team."*

The development of a broad intramural program of sports and recreational activities has been one of our tasks. With the gradual elimination of varsity for girls, not only have major sports of basket ball, hockey, and baseball held the majority of girls, but many individual sports have appeared, as tennis, swimming, archery, quoits, and hiking. Individual sports for boys include wrestling, boxing, and golf. An instructional period provides for the learning of skills so that the leading-on quality, resulting in use of these sports during leisure time, is somewhat assured. At the end of each seasonal sport an All Class team is chosen. These teams are comprised of girls of exceptional ability. They are allowed to meet similar groups in other schools for sport days and games. Junior and senior life saving clubs, tumbling clubs, and dance clubs also offer an opportunity for the girl or boy to progress beyond actual class work.

Awards for achievement are based on a point plan under the division of: —

A. *Achievement in health,* including such items as refraining from lunching between meals for five weeks, and receiving dental attention for defective teeth.

B. *Individual Accomplishment,* including possibilities for earning points by getting a B average in all subjects for a semester, and receiving "1" in citizenship for the semester.

C. *Service to the School,* where a girl may earn points by planning a worthwhile bulletin board for five weeks, or by writing news articles for the school and local papers during a certain period of time.

D. *Team and Squad Work,* which section includes participation in all sports and leadership in the same.

Each year with added experience a committee of girls revised this point system.

3. *Measuring the results of physical education* is in experimental stage in the Royal Oak schools, but it promises to be an important phase of the program. It was with a realization that measurement is indispensable to growth in scientific education, that we were led into the field of testing. We recognized the chaotic state of school marks, with the teacher floundering in an attempt to explain a subjective opinion called a grade. It seemed

only fair to the child to give him objective proof of his accomplishment or lack of it. With definite information, after testing, the teacher can show the child what he has achieved during a certain learning period. The pupil can determine, not only his individual record, but his status in the group. It is such procedures that help to make teachers more forceful and learners more enthusiastic. At present all girls in high school and likewise pupils in grades 5, 6, 7, 8 are given diagnostic tests and achievement tests in the skill elements used in personal sports. This is followed by a knowledge test in game rules and game strategy.

The value of the test as a teaching tool has been demonstrated:—

1. As a means of motivating the practice of technique.
2. As a means of providing the pupil with knowledge of his achievements.
3. As a basis for grading in physical education.
4. As a check-up for the teacher on the effectiveness of her teaching.

Withal we are aware that our program today is just a point of departure toward a broader, more scientifically planned procedure for the future.

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The Problem of the Absent Teacher

By JAMES NEWELL EMERY

Principal, Potter School, Pawtucket, Rhode Island

ONE of the most vexing problems that the superintendent of schools has to face in his routine administration is working out a satisfactory arrangement to cover the legitimate absence from duty of his teachers on account of illness or other unavoidable causes. It concerns not only filling her place for the time of her absence, but also the frequently troublesome matter of salary adjustment for that period. Two viewpoints, at least, must enter into consideration, fairness to the teacher on the one hand, and to the school system by which she is hired.

The question constantly arises whether she shall receive full pay for a limited time, a fractional part of the salary that would otherwise be paid her, or no salary at all during the period of her absence.

In his own practice the writer has been compelled to work out this problem on several occasions in accordance with the customs and feelings of the community in which he happened to be. In studying this problem he had the opportunity of examining the results of several questionnaires put forth by superintendents of his acquaintance who faced this same difficulty. The results of these queries showed a wide diversity of practice in various cities and towns.

In general two main causes are recognized for the granting of salary allowances to teachers during absence, either fully or in part. These are:—

Death of a member of the teacher's immediate family or a near relative.

Personal illness on the part of the teacher herself.

The first reason is one of comparative infrequency. Even in the most conservative community there is little criticism of paying a teacher for the time that she loses from the classroom for

this cause. Some towns and cities limit it to a period not exceeding three days. Others leave the length of this absence to the discretion of the superintendent or school committee. Some cities require that the death shall be within a comparatively near circle of relationship, or that of a member of the family with whom the teacher lives.

The matter of the teacher's own personal illness is the cause of most occasions of absence. There is a wide diversity of practice, as brought out by the questionnaires, ranging from no allowance at all to a comparatively liberal allowance covering all reasonable absence. The most common provisions may be summarized somewhat as follows:—

(a) No allowance whatever. The teacher loses the full amount of her salary for the time she is absent.

(b) The difference between the amount paid for a substitute teacher and the teacher's own scheduled salary.

(c) Half-pay, or a fractional part of her pay, during a certain proportion of the time absent.

(d) Full salary for absence up to a certain period of time, not to exceed ten, twenty or twenty-five half-days in the current school year.

(e) The same, except that if a teacher does not use the full amount of allowed absence, it may be carried over to the next year and become cumulative for not more than three years.

(f) A modification of Plan *d*, by which teachers who have served a period greater than five or ten years are allowed additional extra days in direct proportion to their length of service.

(g) Full salary for the first week of absence. Half pay for the second week, with no allowance after that time.

(h) The same as Plan *g*, except that after the second week, additional allowance may be made by the superintendent and committee, taking individual circumstances into account in each case.

Probably the provisions numbered D and G are the most common in cases where any allowance is granted at all. While every plan has both drawbacks and advantages, these probably represent the most successful attempts to do justice both to the teacher and the community which employs her.

The question is frequently asked why the teacher should expect to receive any salary at all for the time she is not in the classroom. Clerks, mill operatives, city employees are generally paid by the day or the hour, and the time they put in governs the amount of the salary check at the end of the week.

This literal way of looking upon the teacher's services is fast falling into disrepute. It is generally recognized that the teacher's work takes on more nearly the nature of a profession, rather than a job, requiring extensive preparation and professional qualification. She is expected to, and does, put in many hours outside of those spent while the class is in session. Rarely is she in a position to go home when the dismissal bell rings at night, and the pupils leave the building. She must correct papers, put work on the board, attend meetings, give individual help to her pupils, make out summaries and reports, and attend to various other duties. Even when absent, much of her work has to be planned and executed.

There will always be a few misguided souls who will take advantage of any salary scheme devised to make the path lighter for the teacher who must be unavoidably absent. This minority will plan to take advantage to the utmost limit of any provision made in their behalf. If they are allowed twenty half-days' absence during the year, they will see to it that they are out nineteen or twenty of those half-days, even if the cause be only a slight cold or trivial indisposition. But fortunately for the profession, this minority is extremely small. If anything the average teacher errs on the side of over-conscientiousness, and drags herself to the schoolroom when she would be much better off at home and in bed. This conclusion is reached through personal acquaintance with at least five hundred teachers through a supervisory experience extending over nearly twenty years.

The arrangement marked D gives the teacher who must be absent for a serious illness an opportunity to be absent for some two weeks without loss of salary. In the case of a contagious disease, an attack of influenza or a minor operation, it permits her to be absent the greater part of the necessary time, at least, for recovery without the loss of her salary. It does take away, if it happens comparatively early in the school year, any margin that she may have for illness later in the year. It sometimes has the effect of forcing teachers into the classroom during the early part of the year when they had better be absent, while during the last of the year, with a fortnight's sick leave still unused, they will seize upon trivial causes for absence that during the first of the year they would not think of using.

The modification of this plan, marked F, while in rather infrequent use, gives older teachers, who are perhaps more prone to illness, or who have undergone a serious operation or injury, longer time for recovery, especially when kept out by illness that is lasting.

From the teacher's standpoint the plan marked G gives a comparatively liberal treatment. She may be absent for a week, and then, if she chooses, for another week, with the loss of only half a week's salary. If she is taken ill later in the year, she is protected to a certain extent.

Yet this plan is susceptible of both certain

abuses and certain injustices. The teacher who may be absent for a few days is fully protected. The teacher who has the misfortune to have a serious injury, an operation, or quarantine from contagious disease, faces the loss of a substantial portion of her salary, even if she be absent only a day or two over the first week. It also gives a chance to misuse the privilege, should a teacher be so inclined. I have personally known cases of teachers who were absent a week, came in a day or two, then went out for another week, and then came in for another day or so, repeating the process *ad libitum*.

The presence of a substitute and the interruption of the teacher's work are disastrous to the consistent progress of the class. Even the best of substitutes requires a day or two to get adjusted to the class, the discipline, the teaching methods, the plan of work, before the room can get into its stride again. There is nothing more destructive to the morale of a schoolroom than frequent changes in teachers.

The problem of finding substitutes is not always an easy one. Large cities, with an almost inevitable amount of absence in their teaching force, usually solve the problem by keeping a certain number of unassigned teachers on the staff as regulars, sending them from school to school as absences occur. When not so employed, they are assigned to the larger schools in the city as helping teachers, or to assist in the routine and clerical work, or in the superintendent's office for similar duties.

For the smaller towns and cities, however, where the amount of consistent absence is not enough to warrant the employment of a spare or unassigned teacher or teachers, the problem is not so easy to solve. In such cases the married or retired former teacher often proves the most satisfactory solution. The retired teacher is frequently willing, often glad, to be kept on call to go in for an occasional day or even week at a time, to earn a little additional pin-money, or to keep in touch with the profession she has left. If there are a few former teachers of this classification in town, the superintendent's problems are made much easier in this respect.

Teachers' absences form a constant and substantial problem which every superintendent of schools has to face sooner or later. It must be taken into consideration with regard to doing justice to the teacher, and protecting her in the case of unavoidable absence from duty. As well the rights of the community and the taxpayers who are paying for the instruction of their children must be safeguarded, and above all, the interests of the children themselves. To meet and solve these problems successfully is a worthy task for any thoughtful superintendent and far-sighted board of education.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Flute Player—I

(A Story of Abyssinia.)

Menelik had loved music from his youth. The solemn roar of the wind in the big palms fascinated him, and filled him with a delicious awe; the shrill, high rasping of the sand, as the wind drove it along the high dunes, excited him; the singing of a bird, all too rare a happening on the desert's edge, brought tears to his young eyes.

Is it a wonder, then, that in his early manhood Menelik fashioned for himself a flute from a hollow reed, fitted it with finger stops, and practiced so earnestly that before he was twenty his fame as a sweet singer had gone abroad into all the lands about his home?

Now it happened that Abou Tefel, the great sheik, also loved music, and hearing of Menelik, sent for him, and having listened, loaded him with presents, and gave him sweet dates to eat, and in every way showed how delighted he was with the wild melodies that poured forth.

"It is like spring," he said, "when Menelik plays. Birds come and flash their blue wings, and faint, far voices, as of creatures from another world, speak to me. There is just one fault I find—Menelik never, never, plays of love. His music is the wailings of lost winds in lost pines, or sands scurrying and sighing as they go before the hands of the storm, or shrill laughter that is gone before I can curl my lips to join my laugh with it. Ah, me, how great an artist Menelik would be did he but now and then sing the tender, heart-reaching songs of love."

When Menelik heard these words of Abou Tefel his heart grew sad. What should he do? To sing sweet, tender lays was not in his soul. His spirit was wild like the wind and the sand. It held no croonings such as babies hear at their mother's breasts.

(To Be Continued.)

The Flute Player—II

One day, as he pondered, Menelik walked out through the great gates and sat down under a palm where sheep came to drink. On the sand dune opposite, blue-black against the hot desert sky, was the figure of a boy. As Menelik watched him, the boy lifted a reed flute to his lips, and started to play. At the first notes Menelik knew that he was listening to a kindred spirit. Sweet as silver bells, the delicate reedy notes rose and fell, filling Menelik's heart with hidden joy.

Suddenly the boy's mind changed. He began to play of love, dreamy, beautiful melodies that lifted the heart as though on wings. Menelik sighed. The distant youth had the power that had been denied to him.

Menelik found himself listening intently. His keen ears were recording the music on his memory. One, two, three, four beautiful themes flew to him across the sand and nestled in his mind like friendly doves. Menelik thrilled at their presence. Now he could play the songs that Abou Tefel wished to hear.

That evening, before the huge fire, outside the dark mouths of the tents, Menelik played. First he sent forth the wild music of the wind, then gently and with great skill the tender music he had heard beyond the gates.

When he had finished there was a long silence, then a sigh ran through the royal listeners, then Abou Tefel rose and, taking Menelik by the hand, led him to a seat beside his own.

As Menelik sat beside the great chief his spirit grew sad. It was not his music that had won him the mighty honor. Somewhere, beyond the gates, a mere youth, wrapped in a long blanket, slept under the moon beside his sheep. Upon the shoulder of this youth should rest the approving hand of Abou Tefel.

All that night the spirit of Menelik was in sad distress. When morning came the youth rose and went forth through the great gates. There was determination in his long strides, and a smile played about his lips.

When evening came he returned as he had gone, but beside him walked the youth, trembling and in fear at the great honor that had been thrust upon him.

(To Be Continued.)

The Flute Player—III

"Abou Tefel," said Menelik that night before the fire, "may your name increase, and may your glory shine before all men! Because I cannot deceive you nor repay your many loving kindnesses with a lie, I have brought this boy from his sheep to play for you. It is from his lips that I learned the songs of love that so delighted you at the last fire."

There was wonder in the camp at these words, then Abou Tefel rose once more.

"Come now," he said gently, "sit once more beside me, for in you I have found more than song or the art of singers. I have found the spirit of an honest man."

To this day the fame of Menelik travels in the land of the sand, and when the wind whistles its weird tunes through the palms, men say: "It is Menelik and his silver flute," but when the moon comes, gilding the waters of the wells, and when the April breezes croon dreamily in the tall grasses that grow near, men smile and say: "It is the shepherd lad singing over and over his gentle songs of love."

The Arrow and the Ring—I

(A Legend of India)

The Rajah of Cawnpore fingered the message in his left hand a long time, then he called Selim, the swift one, to him. "Selim," he said, "here is a message for my cousin, the Rajah of Jedur. Speed swiftly with it, and see that it rests in his hands before the setting of two suns."

Selim bowed, and disappeared. Swiftly he followed the ancient road to the mountains beyond, and then, through devious tracts, many of them overgrown, he came to the banks of the great river. To his dismay he found that storms on the high hills had so swollen the flood that the ford was full of a raging torrent that was deeper than a man's head.

Like an animal that finds itself trapped, Selim darted here and there trying to find a passage, but everywhere the angry swirl of the yellow waters snarled at him like a tiger's head, and drove him back.

At last, weary and despondent, he threw himself down on the bank, and fell asleep. As he slept he saw himself standing before the Rajah's throne.

"So you have come back," said the Rajah, "the message still in your hand. Faithless one, be gone! Let me see your face no more!"

The vividness of the dream was so great that Selim sprang to his feet in alarm. "I have been warned," he said. "Some good spirit keeps watch over me. Now must I sit quietly here on the bank, and think of some scheme to outwit this treacherous river. It is evident I cannot swim across—the current is far too swift and the devouring crocodiles wait for just such a sacrifice." At that moment a sweet voice rose in the air, singing an ancient song. Selim turned towards the sound.

Behind a tangle of great vines he saw a young girl sitting before a loom, working her shuttle back and forth in perfect rhythm with the song she sang.

Instead of the coarse wool of the countryside, Selim noticed with as-

tonishment that the girl wove her rug of the purest and sheerest silk.

As Selim stood over her the girl smiled. Her beautiful teeth flashed, and her dark eyes were full of a wonderful light. "Fair one," said Selim, as he bowed low, "pardon my coming upon you in this way, but I am in trouble. Has your father a boat that is strong enough to conquer the snarling of the yellow waters of yon river?"

"There is no boat," said the girl. "The ford is low when the floods are not on the hills, therefore we have no need of boats."

"But I must cross!" cried Selim. "I must cross within the hour."

(To Be Continued.)

The Arrow and the Ring—II

As Selim spoke he planted his long spear before him. The maiden looked first at him and then at the spear. "Is your arm strong?" she asked.

"None can hurl the spear farther," said Selim.

"Then, there is a way," laughed the girl. "With stout cord fasten freely a golden ring to the end of your spear, and through the ring pass a double strand of this silken thread. When the spear is set free it will bear the ring and the thread safely across the river. It will then be but a moment's work to draw heavier and heavier cord through the golden ring until, at last, a line shall cross long enough to serve your needs."

"I understand," laughed Selim joyously, "but where shall I get the golden ring?"

In answer the maiden leaned down and slipped over her small foot a golden anklet, which she handed to Selim with an arch smile. All worked out just as the maiden promised, and in a half-hour's time Selim, seated in a great brass kettle, drew himself swiftly across the torrent. When the youth reached the farther bank he stopped to wave a farewell hand to the maiden who had helped him so much, then disappeared in the thick forest to fulfill his mission.

On the third day he returned. The waters had gone down so far that the ford was no longer dangerous, and Selim crossed swiftly. He at once sought the place where he had found the maiden. To his astonishment he found nothing but an undisturbed grass plot. Search as he would, he could find no trace of girl or loom—not even a thread of silk to show him that she had ever lived.

Selim put his hand inside his tunic, and pulled forth the golden ring. That, at least, was real, and, gazing at it, he felt his heart strengthened against the thought that all had been a dream.

That evening, seated at the feet of the Rajah, Selim told his master all that had happened. The Rajah clapped his hands twice, and summoned his vizier.

"Wise man," he said, "interpret this! What strange meaning lies behind the story Selim tells?"

When the vizier had heard every detail, and had asked many questions, he said: "To him who perseveres comes unexpected aid. Within us there are mighty powers. Does not he who is about to faint in the long race, suddenly find himself given a new strength?

"Because the need of Selim was great and his courage good, he found a way. So it is always with the stout of heart."

The Rajah seemed satisfied with what the vizier said, but Selim went forth fingering his band of gold, searching in many places for the maiden who had worn it about her ankle.

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SKAGS, THE MILK HORSE. By Miriam Blanton Huber. Illustrated by Curtiss Sprague. Cloth. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Of all the ingenious creations of school readers for little people "Skags, the Milk Horse" is the prize winner. It is a city school reader such as was never thought of before.

It is artistically true to life to the end of the limit. It has ninety-one beautiful colored pictures, so that every one of the sixty-eight different persons in possible action in a milk route under all conditions, all situations of the horse that appears in fifty-three situations in connection with the milk business, is represented.

There is no boy or girl from six to twelve years of age who will not enjoy reading every sentence of this book over and over again. They will practice in reading without being required to read as a drill exercise.

CIRCLES AND SQUARES. Book One. By Marguerite Marquart and Jean T. Mitchell, both of Newark, New Jersey. Yonkers-on-Hudson, New York: World Book Company.

The oldest known language is the picture language. Drawing is constantly useful. The teacher is only half equipped to teach if she cannot draw. Illustrations are much more potent than words, particularly with children.

For students of the industrial arts accuracy, facility, and style in drawing are essentials. To succeed in any field of the visual arts one must draw as easily and as well as the author writes or the orator speaks. Teachers and students should realize that while it is easier for some than it is for others to learn this language, everybody needs to learn it.

"Circles and Squares," Book One, is a workbook which can be used with ease and profit by any teacher, and its universal use should be promoted.

MODERN CHEMISTRY. By Charles E. Dull, Newark, N. J. Cloth. 775 pages. New York: Henry Holt and Company, Inc.

This is one of the most adequate texts on modern chemistry that has been provided for secondary school use. The fact that it is a book of almost 800 pages of itself demonstrates that there is no lack of appreciation of the importance of modern chemistry. It is not written to see, as in some books, how little it can reveal and keep the price of the book down, or how little time it will take to get a working knowledge of the subject.

The Henry Holt Company has fully and firmly established its reputation for authentic as well as up-to-the-minute information regardless of cost of production.

FUN WITH NUMBERS. By Joseph C. Brown, Helen Cook Mirick, J. Freeman Guy and Albert C. Eldredge. Evanston, Illinois; New York, Philadelphia, San Francisco: Row, Peterson and Company.

"Fun With Numbers" is a catchy title for children in their first or second year in school, but the fun teachers and the family will have in seeing children learn to know and use numbers is the real thing.

In nothing has there been greater rivalry in education in a hundred years than in having children learn to know and use numbers. It is interesting to see what Dr. Joseph C. Brown and his associates think they have done better than any one else has done in a century.

Joseph C. Brown, superintendent, Pelham, Westchester County, New York, was president of one of the best state teachers colleges of the Northwest, and made the DeKalb State Teachers College nationally famous, when he was given a $12,000 salary to be superintendent of schools in a small New York City suburb, which immediately became nationally famous under his leadership.

More scientific, better use of activities of little children, in using no word that these children cannot read with ease and understand without effort, in having the children use at home and at play, and learn everything so that their skill in the use of numbers will never be forgotten.

GEOMETRY WORKBOOK. By H. B. Kingsbury, Milwaukee, and R. R. Wallace, Chicago. 8 by 11 inches. New York, Milwaukee, Chicago: The Bruce Publishing Company.

Even geometry can profit greatly by the use of the workbook plan. The wonder is that there was ever any study of any subject successfully that required work so long as all study had to be done by the use of a textbook with three-inch pages that would not stay open.

A page eight inches wide that can be removed without trouble is so workable that to delay its coming into universal use until the fourth decade of the twentieth century is a professional tragedy.

This Geometry Workbook is one of the most convincing demonstrations of the really wonderful service of this idea.

SOCIAL CIVICS: OUR DEMOCRACY AND ITS PROBLEMS. Revised edition. By William Bennett Monro. Cloth. 693 pages. Macmillan Company.

Anything that William Bennett Monro writes is of surpassing interest and inestimable value, and when, as in this case, he thinks what has been previously published, as this book was in 1922, should be revised, there is no question but that it is vastly improved by extension and modernizing.

STORE MANAGEMENT. By Norris A. Brisco, New York University. Cloth. 412 pages. New York: Prentice-Hall, Inc.

One cause of the present business depression has never been properly studied. It was the collapse of the charge and delivery retail store, or as it is usually expressed, the supremacy of the chain stores.

Had the high schools of a decade ago used Brisco's "Store Management," or some test equally scientific been faithfully used in all junior and senior high schools, much of the present business tragedy would not have been known.

If New York University and Norris A. Brisco had been earlier accepted as leaders in scientific retailing, much of present disaster would have been avoided. They early magnified the distinction between the art of selling by clever devices and a scientific study of the qualities indispensable for success in retailing, distinguishing between errors and blunders on the one hand, and magnifying initiative, personality, knowledge and responsibility on the other hand.

Prentice-Hall, Inc. are creating a series of scientific books that promote success in various vocations.

Books Received

"Practice Units in English." Seventh Year. By Joseph V. Denney, Eleanor L. Skinner and Ada Skinner.—"Star Myths From Many Lands." By Dorothy Renick.—"The School Festival." By Adelaide Linnell.—"Anglo-Saxon Reader." By Milton Haight Turk. New York: Charles Scribner's Sons.

"Class Size in High School English." By Dora V. Smith. Minneapolis: University of Minnesota Press.

"Introversion and Extroversion in the High School." By Reginald De Koven MacNitt. Boston: Richard G. Badger.

"The Association of American Universities." Thirty-second Annual Conference. Chicago: Chicago University.

EDUCATION IN ACTION

Hails Decreases in School Enrollments

Statistician Predicts Smaller Classes and Better Teaching in a Few Years; Fewer Pupils Entering at Present

Significant decreases in the number of new entrants in elementary schools are expected to result in improved public education, through more individualized and specialized instruction, according to an analysis of registration trends made public by William Jansen, first assistant director of the Bureau of Reference, Research and Statistics of the Board of Education of New York City.

These decreases reveal the first numerical setback in school registration in the post-war era, and will ultimately arrest the thus far constant growth of enrollment or start it in a downward path. However, the registration for the school system as a whole will no doubt continue to increase for the next few years because of the pronounced tendency to keep children in school longer.

The cessation of growth or decrease in the total elementary school enrollment will begin as soon as the reduction in the first-year registration figures makes itself felt in the higher-grade rolls. Mr. Jansen pointed out that if the register in the lower grades becomes stationary or decreases there will be a rare financial opportunity to improve elementary schooling. That is the hope of educators, he said, referring to the possibility of effecting a reduction in the size of classes.

"There should be better teaching in a few years," he said. "The same or a larger number of adults will be supporting a decreasing number of lower grade pupils. More specialized and more individualized training would thus be made possible, even if the teaching staff is not increased. It will become practicable to impart education to smaller groups, and therefore more effectively."

The present decrease in new entrants, as well as the anticipated further decrease when the drop in births translates itself into lower registration figures, will eventually have a tendency to reduce the population of the city, bringing it to a stationary point, or causing it to drop, unless an increasing number of new dwellers moving in from other localities makes up for the loss.

If, in addition to reducing the size of classes, the city authorities saw their way clear to a further cut by creating new positions and adding to the school plant, the waiting list of licensed elementary school teachers would be shortened. The reduction of the average class by only one pupil would create posts for about 400 additional teachers, Mr. Jansen said.

The present trend seems to point to growth in the junior high school staffs rather than in the elementary school posts, as the "school-life span" of the children is lengthened and the register of the junior and senior high schools rises.

Censorship Defied By Student Editors

At the annual conference of the Intercollegiate Newspaper Association of the Middle Atlantic States, held at Brooklyn, N. Y., Polytechnic Institute, to discuss the problems of publishers of student weeklies, a resolution forbidding member papers of the association to allow faculty censorship to interfere with the publication of the papers was adopted. The resolution was presented by Emmanuel A. Honig, Lehigh University, retiring president of the association. Raymond B. Counsellor, of Dickinson College, is the newly-elected president.

Mrs. Hoover Has Degree of LL.D.

Mrs. Herbert Hoover added the degree of doctor of laws to her string of honorary degrees at the recent exercises at which Dr. David Allan Robertson was inaugurated as president of Goucher College, Baltimore, Md. The award to Mrs. Hoover was granted in recognition of her work in translating from the Latin, in collaboration with the President, Agricola's "De Re Metallica," the first great treatise on mining and metallurgy, which originally was published in 1530.

Will Extend Spain's "University City"

Spain's international educational centre at Madrid, one of the favorite interests of King Alphonso, will be continued by the Republican government on a more extensive scale than planned by the monarch, Carcellino Domingo, minister of instruction, announced. It is estimated that 54,000,000 pesos (about $5,400,000) had been raised for the project, known as "University City," before Alphonso left Spain.

Modern College Publicity-Built

The stupendous sum of $600,000,000 in capital investments toward American higher education has been built up largely through the co-operation of the American press and other agencies of organized educational publicity, according to estimates from a nation-wide survey which Frank R. Elliott, director of publicity of Indiana University, announced at the American College Publicity Association convention, meeting at the University of North Carolina. Mr. Elliott's survey, covering forty-four representative institutions, showed that more than $96,000,000 in buildings, endowment funds and other permanent assets have been raised in recent years with the aid of publicity, and led to the estimate that twenty per cent. of the total permanent resources of America's universities and colleges have been accumulated through publicity.

Receives Report On School Buses

Asserting that the bus situation is the most important problem in the school system, Charles Elliott, New Jersey commissioner of education, received recently a report at a session of County School Superintendents and helping teachers at Haddon Hall, prepared by a survey committee on the situation. If Mr. Elliott approves the recommendation the report will be submitted to the State Board of Education for action. "Because schools are being developed in this state in all centres," he said, "the manner of transportation is becoming increasingly important. While hundreds of school children are daily being conveyed to the schools, it is incumbent on the school authorities to provide the safest means possible."

Many Arkansas Schools May Close

A special Arkansas educational commission was told by Governor Parnell recently that unless some form of financial relief is provided, seventy-five per cent. of the schools in the state would not be able to open next fall. The governor advised the commission, set up by the last legislature, that he would not call a special session of the legislature unless the commission recommended a plan of relief acceptable to Claude Hirst, state commissioner of education, and to a majority of legislators.

Vote Big Reduction In School Heads' Pay

Salaries of presidents of South Carolina educational institutions will be cut about thirty-three per cent. if the State Senate accepts the appropriations bill passed by the House. The bill would give the presidents of the University of South Carolina, Winthrop College and Clemson College $6,000 each annually instead of $9,000 as at present. The salary of the superintendent of the Citadel, state military college, would be cut from $7,500 to $6,000. General Charles P. Summerall, retired chief of staff of the army, has accepted the superintendency of the Citadel, and will assume office next fall.

Calisthenics For French Students

Calisthenics have been prescribed for students living in lycees, or state colleges, by the central school authorities of France. The order is seen as a revolutionary step heralding awakened interest in sports throughout France. The early morning period of gymnastic exercises started just after Easter vacation.

School Board Turns Down Smoking Ban

Because the school board members in Emporia, Kan., felt they couldn't ask the men teachers not to smoke as long as some of the members of the board smoked they also felt they couldn't ask the women teachers not to smoke if the men teachers smoked. This reasoning recently prevented a clause from getting into the 1931-32 contracts of Emporia city school teachers. The clause would prohibit women teachers from smoking in public or in private.

N. Y. High School Diploma Smaller

High school diplomas in New York City are to be smaller, six by eight inches instead of fourteen by seventeen. It is explained the old size took too much space in modern apartments, and the new ones cost $2.56 instead of $4.05.

Telephones and Radios For Rural Schools

A result of the blizzard in which five Colorado school children froze to death probably will be that every schoolhouse in that part of the country will have a telephone, and many of them radio sets. Colorado has passed a law requiring telephones in schools. In hundreds of Kansas school districts trustees have voted for telephones and radios. Warnings of the blizzard broadcast by the Dodge City (Kan.) Globe and the Denver station, traveling salesmen say, saved hundreds of lives.

Colleges Aiding New School Plan

Thirty colleges, including some of the best-known in the country, have shown themselves receptive to a proposal to modify their entrance requirements to allow secondary schools more leeway in their curricula, according to a statement by J. Milnor Dorey, executive secretary of the Progressive Association of Washington, D. C. Among the institutions are Yale, Harvard, Smith, Vassar, Chicago, Dartmouth, Wellesley, Princeton, Stanford, Bryn Mawr and Rollins, These institutions, Mr. Dorey says, have agreed to co-operate in trying out two plans proposed by a committee of the association, provided that the details can be worked out satisfactorily to the whole group. Under the first plan it is proposed to have the colleges experiment for a time with students who have been admitted without satisfying the usual demands as to credits or entrance examinations. The second, designed to integrate "more closely the type of work done in the secondary school with the college," involves in effect a complete reversal of the present basis upon which to draft the curriculum of the college. "The general acceptance of these two lines of work is the most hopeful sign in education today," Mr. Dorey says.

Child Has Right To Good Health

The right for every child to "start life at scratch" was urged by Jay B. Nash, professor of physical education at New York University, in an address before the Physical Education Institute of the New York State Education Department, meeting at Albany. Teaching of health habits will bring this about, Professor Nash maintained. "We have to assume all the viewpoints and all responsibilities of all educators," he said. "A child may have an intelligence quotient of 200, if we can conceive of that, and yet without activity to enter into, he will be a moron. It is our duty to provide that exposure to activity." Professor Nash placed the influences of physical education on four different levels, expanding with the expansion of civilization. On the first level, as a fundamental, he placed beauty; second, organic power, or brute strength, induced by long hours of muscular activity, the removal of strains and the removal of drains; third, the teaching of health habits, and fourth, the stabilization of the emotions. "We learn our prejudices," he said. "They are not inherent. Physical educators have the greatest opportunity of all educators to teach proper expressions and attitudes. Science shows us," he continued, "that the greatest strength and skill is acquired at the end of the high school age. The maximum need for activity comes earlier, at about twelve years, or the end of the elementary education. This means that the greatest emphasis in physical education should be placed in the elementary schools or in the junior high schools at the very latest."

Change Predicted For College Credits

Registrars of colleges and universities in twenty-nine states and Canada recently heard Samuel P. Capen, chancellor of the University of Buffalo, predict the ultimate elimination of the credit system in colleges, which, he said, already had begun its decline. Speaking at the nineteenth annual convention of the American Association of Collegiate Registrars, Dr. Capen said that the credit system was an artificial means of recording achievements. He forecast radical changes within the next few years. "The movement now under way will place education upon a personal student achievement basis," he said, "simplifying the task of the registrar and bringing him

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out from beneath the mountain of forms under which he now labors."

Rector Finds Education Wanting

The higher institutions of learning of the United States are not noted for turning out men who find themselves, according to Rev. J. Herbert Smith, Episcopalian rector of New York City. "Some think that education is the only way to satisfy the deepest longings of our hearts," he declared. "Would God that it were. If education is to be the means of saving the world, then, all things considered, the process of salvation should be well advanced. College-bred men and women are not distinguished from other classes of people by their unique morality. Skeptics are the largest single product that many of our schools are producing. Education has yet to prove itself the savior of the world."

Two Million Ride to School

An army half as big as that which served the United States in the World War moves each day by motor bus in search of knowledge. In busses, large and small, 2,000,000 children go to and from school, some of them carried many miles from scattered homes in the open country, others from comparatively short distances in and around the cities. The recent death of several children in a blizzard-bound school bus in Colorado turned the attention of the Federal Office of Education to the part played by that means of transportation in American education. It found that practically every state ran school busses last year. All told, 50,000 went the daily rounds, bringing their youthful charges to 17,000 schools. The cost was placed at about $40,000,000 for 1930 alone.

"Miss" Is Banned For Chinese Girl Students

The foreign word "Miss" is officially banned from use on the campus of the Women's College of the National University in Peiping by order of Director Liu Fu. "Miss" sounds unpleasing to the ear, and is not really a polite form of salutation, declares Director Liu's formal order. Instead of "Miss" all young women students must henceforth be addressed as "Ku Niang," he insists, for this Chinese word mean "maid," and is therefore more respectfui. Director Liu has also ordered all the students in his institution to cease attending dances and cabarets. Those who disobey this injunction will instantly be expelled. Director Liu's sudden swing to Puritanism has come as a surprise. He is in his early thirties, and has been prominent as an "advanced modernist" for the last ten years. He was educated in Peiping and in Belgium.

Warns Teachers On Correct English

Public school teachers of New York City will be expected to serve as models in the purity of spoken English, as soon as the new guide to the teaching of oral English through the use of phonetics has been applied, Dr. William J. O'Shea, superintendent of schools, intimated in a recent letter to principals. "An ounce of example," Dr. O'Shea says, "outweights a pound of precept in inculcating correct speech, as in all other training." Dr. O'Shea warns the teachers against allowing demands of academic subjects to overshadow the importance of continual attention to speech. "All the skill and training of teachers and supervisors should be united to help each child from the earliest years to cast off the errors of local dialect, class dialect, of careless and slovenly use of English, or artificial pronunciation, of false intonation, and of foreign accent. Every lesson should be a lesson in the correct use of language," he wrote.

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GRINS BETWEEN GRINDS

Genuine

Visitor (to Indian chief in reservation)—"Chief, can you tellum where I buy some of those Indian beadwork?"

Chief—"I got mine from a mail-order house in Rochester, New York."

Revenge

Dentist (as he started to drill)—"Think of something very nice, then you won't notice the pain."

The patient did not move.

Dentist—"Splendid! What did you think about?"

Patient—"Well, I thought my boss was here in my place."

Exaggerated

Mr. Dubb (at concert)—"She has quite a large repertoire, hasn't she?"

Mrs. Dubb — "Yes, and that dress she's wearing makes it look all the worse."—Stray Stories.

Quite So

The Vulgar Way—"Don't count your chickens before they're hatched."

The Collegiate Way: "Refrain from calculating upon the quantity of juvenile poultry prior to the completion of entire incubation."

There's a Reason

A great six-foot-three negro was in my court one day, seeking separation from his wife. He claimed to have been the victim of cruel treatment.

"What did your wife do to you?" his counsel questioned.

"She done say she goin' to put poison in mah soup!" he replied. "She say, too, she goin' cut out mah gizzuhd while I'se asleep!"

"What was the effect of your wife's treatment upon your health?"

"Well, Jedge," said he, gravely, "ah jes' nachelly lost mah appetite, and I couldn't sleep."

Meetings To Be Held

MAY

11-14: National University Extension Association, Secretary W. S. Bittner, Indiana University, Bloomington, Indiana: Boulder, Colorado.

11-16: National Congress of Parents and Teachers of Wisconsin, secretary, Mrs. H. C. Humphrey, Whitewater: Milwaukee, Wisconsin.

18-21: American Association for Adult Education, secretary, Margaret E. Burton, 600 Lexington Avenue, New York City: New York City.

18-22: National Congress of Parents and Teachers of Washington, secretary, Mrs. N. K. Nelson, Keyport: Olympia, Washington.

19-22: National Association of Public School Business Officials, Secretary John S. Mount, State Office Building, Trenton, New Jersey; Richmond, Virginia.

25-28: American Association for the Study of the Feeble-Minded, Secretary H. W. Potter, 722 W. 168th Street, New York City: New York City.

25-29: National Congress of Parents and Teachers of California, secretary, Mrs. Vesta C. Muehleisen, 407 Southern Title Building, San Diego: San Francisco, California.

JUNE

14-20: American Association of Visiting Teachers, Secretary Emilie Rannels, Stevens School of Practice, 13th and Spring Garden Street, Philadelphia, Pennsylvania: Minneapolis, Minnesota.

15-18: American Federation of Organizations for the Hard-of-Hearing, Secretary Betty C. Wright, 1537 35th Street, Washington, D. C.: Chicago, Illinois.

21-23: Ohio Education Association, Secretary F. E. Reynolds, 428 Chamber of Commerce, Columbus, Ohio: Cedar Point, Ohio.

22-26: American Instructors of the Deaf, Secretary Ignatius Bjorlee, School for the Deaf, Frederick, Maryland: Winnipeg, Canada.

22-27: American Library Association, Secretary C. H. Milan, 520 No. Michigan Avenue, Chicago, Illinois: New Haven, Connecticut.

27-July 4: National Education Association, Department of Elementary School Principals, Secretary F. H. Duffy, 1616 Ridge Avenue, Steubenville, Ohio: Los Angeles, California.

28-July 8: American School Citizenship League, Secretary F. F. Andrews, 295 Commonwealth Avenue, Boston, Mass.: Los Angeles, California.

28-July 4: National Education Association, Secretary J. W. Crabtree, 1201 16th Street, N. W. Washington, D. C.: Los Angeles, California.

28-July 4: National League of Teachers' Associations, Secretary G. W. Aiken, 624 Lincoln Avenue, Cincinnati, Ohio: Los Angeles, California.

29-July 3: American Federation of Teachers, Secretary F. C. Hanson, 506 South Wabash Avenue, Chicago, Illinois.

29-July 2: National Education Association, Department of Business, Secretary K. Munkhoff, Grant High School, Cedar Rapids, Iowa: Los Angeles, California.

29-July 3: National Education Association, Department of Kindergarten Primary Education, secretary, Mrs. Florence K. Hampton, Public Schools, Los Angeles: Los Angeles, California.

29-July 3: National Education Association, Department of Lip Reading, Secretary A. I. Putnam, 3610 Milam Street, Houston, Texas: Los Angeles, California.

29-July 3: National Education Association, Department of School Health and Physical Education, Secretary J. E. Rogers, 315 Fourth Avenue, New York City: Los Angeles, California.

29-30: National Education Association, Department of Science Instruction, Secretary E. E. Edwards, Board of Education, Los Angeles: Los Angeles, California.

29-30: National Education Association, Department of Visual Instruction, secretary, Mrs. Grace Fisher Ramsey, Department of Public Education, American Museum Natural History, New York City: Los Angeles, California.

30-July 5: National Association for the Advancement of Colored People, Secretary Walter White (acting), 69 Fifth Avenue, New York City: Pittsburgh, Pennsylvania.

30: National Education Association, Department of Adult Education, Secretary Alonzo G. Grace, University of Rochester, Rochester, New York: Los Angeles, California.

SEPTEMBER

10: Massachusetts State Normal School Teachers' Association, Secretary M. Grace Fickett, State Normal School, Westfield: Bridgewater, Massachusetts.

14-17: American Public Health Association, Secretary H. N. Calver, 370 Seventh Avenue, New York City: Montreal, Canada.

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

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Why Teachers' Eyes Need Care

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A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

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